



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050
PASSAIC
WANAQUE BORO
Haskell Elementary School
973 RINGWOOD AVENUE
HASKELL, NJ 07420-1322

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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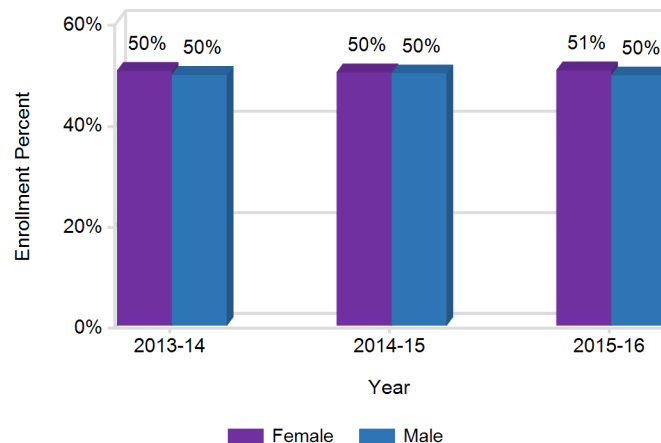
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	12
Grade KG	37	45	39
Grade 01	53	44	43
Grade 02	37	50	38
Grade 03	49	35	48
Grade 04	41	48	33
Grade 05	47	44	50
Grade 06	44	47	43
Grade 07	36	47	52
Grade 08	33	40	49
UG	16	31	29
Total	393	431	436

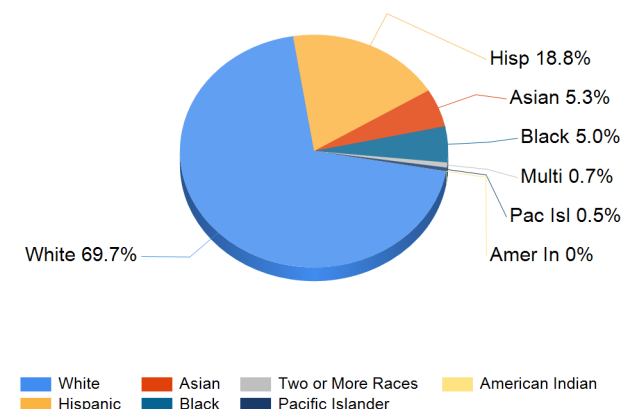
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



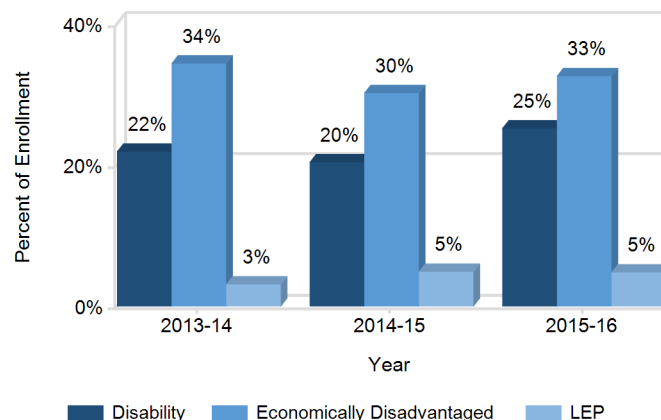
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	85.3%
Spanish	7.6%
Albanian	2.3%
Filipino	1.8%
Polish	1.4%
Other	1.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	S	67
Mathematics Met or Exceeded Expectations	51%	S	54

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	269	65%	67	95%	✓	269	51%	54	95%	✓
White	187	67%	63	95%	✓	187	55%	50	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	54	59%	78	95%	✓	54	37%	51	95%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	69	35%	76	90%	✗	69	12%	33	90%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	74	42%	64	92%	✓	74	37%	68	92%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	760	762	746	4%	15%	27%	44%	10%	54%	48%
White	36	758	765	756	6%	11%	28%	50%	6%	56%	58%
African American	S	S	725	727	S	S	S	S	S	S	30%
Hispanic	S	S	745	730	S	S	S	S	S	S	31%
Asian	S	S	S	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	724	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	48	761	764	749	2%	6%	23%	50%	19%	69%	52%
White	36	762	768	757	N	6%	28%	53%	14%	67%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	746	736	S	S	S	S	S	S	35%
Asian	S	S	S	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	732	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

Grade Span 3H-08

31-5440-050

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	779	767	750	3%	13%	3%	39%	42%	81%	54%
White	21	773	764	759	5%	19%	N	43%	33%	76%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	768	737	S	S	S	S	S	S	37%
Asian	S	S	796	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	726	723	S	S	S	S	S	S	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	11	759	759	734	9%	18%	9%	36%	27%	64%	33%
PARCC MATH											
Schoolwide	32	757	747	745	3%	13%	19%	56%	9%	66%	47%
White	22	757	746	752	5%	18%	9%	55%	14%	68%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	744	733	S	S	S	S	S	S	30%
Asian	S	S	762	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	12	748	742	730	N	25%	25%	50%	N	50%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	758	759	751	9%	4%	20%	57%	9%	67%	53%
White	32	762	764	758	6%	N	22%	63%	9%	72%	64%
African American	S	S	736	733	S	S	S	S	S	S	32%
Hispanic	13	752	750	738	15%	8%	15%	54%	8%	62%	37%
Asian	S	S	765	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	14	732	727	723	29%	14%	21%	36%	N	36%	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	16	739	730	735	19%	6%	25%	50%	N	50%	33%
PARCC MATH											
Schoolwide	55	752	757	747	4%	11%	29%	51%	6%	56%	47%
White	32	757	762	753	3%	6%	25%	56%	9%	66%	57%
African American	S	S	736	728	S	S	S	S	S	S	24%
Hispanic	14	746	746	735	N	14%	43%	43%	N	43%	31%
Asian	S	S	766	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	14	733	728	725	7%	29%	50%	14%	N	14%	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	17	739	733	732	N	24%	41%	35%	N	35%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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2015-2016

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	752	756	750	2%	12%	31%	48%	7%	55%	52%
White	25	754	759	756	N	4%	40%	48%	8%	56%	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	11	752	751	738	9%	9%	18%	64%	N	64%	37%
Asian	S	S	760	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	728	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	742	737	735	N	31%	31%	39%	N	39%	33%
PARCC MATH											
Schoolwide	42	743	748	743	5%	14%	41%	38%	2%	41%	43%
White	25	749	753	750	N	12%	36%	48%	4%	52%	53%
African American	S	S	724	724	S	S	S	S	S	S	20%
Hispanic	11	734	737	730	9%	18%	55%	18%	N	18%	26%
Asian	S	S	730	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	724	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	13	737	732	728	8%	23%	39%	23%	8%	31%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	760	762	753	4%	9%	22%	38%	27%	66%	56%
White	40	764	763	760	3%	8%	25%	33%	33%	65%	65%
African American	S	S	746	733	S	S	S	S	S	S	35%
Hispanic	S	S	761	739	S	S	S	S	S	S	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	17	735	735	716	12%	18%	35%	29%	6%	35%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	740	736	735	15%	15%	31%	23%	15%	39%	37%
PARCC MATH											
Schoolwide	55	739	743	740	6%	27%	31%	31%	6%	36%	39%
White	40	742	745	747	5%	25%	30%	33%	8%	40%	47%
African American	S	S	728	724	S	S	S	S	S	S	19%
Hispanic	S	S	739	729	S	S	S	S	S	S	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	17	718	720	713	18%	59%	12%	12%	N	12%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	726	726	727	15%	31%	31%	23%	N	23%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	761	775	753	6%	4%	20%	57%	12%	69%	55%
White	35	770	781	759	N	6%	14%	63%	17%	80%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	S	S	750	740	S	S	S	S	S	S	43%
Asian	S	S	793	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	15	732	736	715	20%	13%	27%	40%	N	40%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	741	746	736	15%	8%	46%	23%	8%	31%	38%
**PARCC MATH											
Schoolwide	39	727	743	726	21%	18%	36%	26%	N	26%	26%
White	27	730	746	732	19%	15%	41%	26%	N	26%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	738	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	717	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	713	725	718	31%	23%	31%	15%	N	15%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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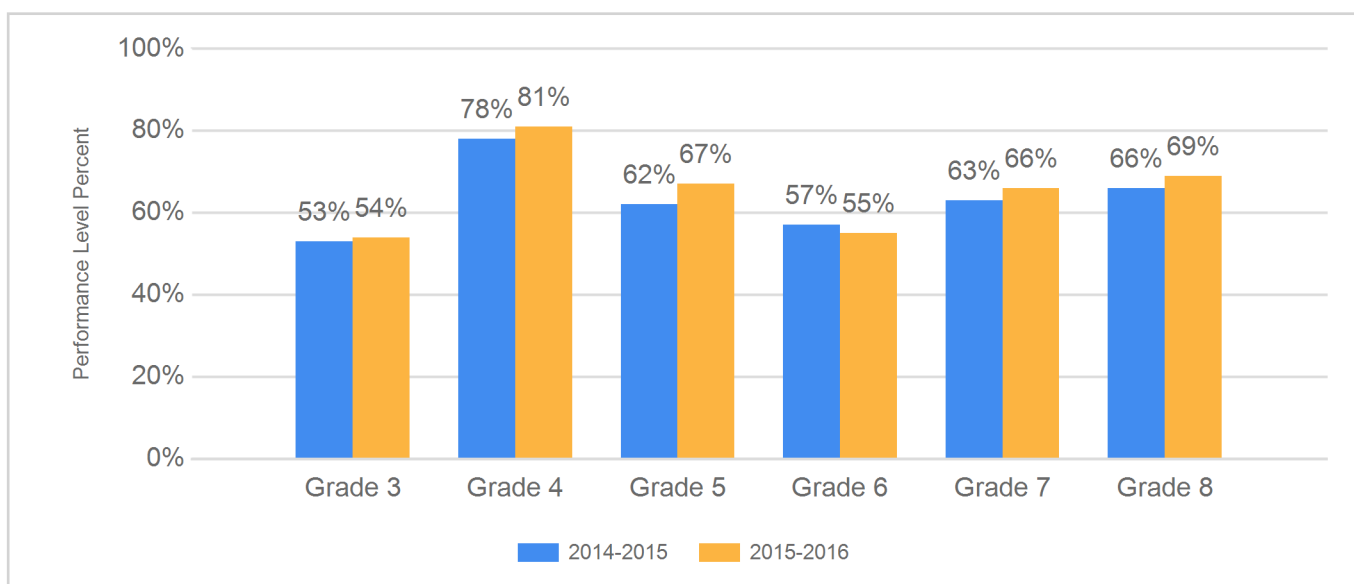
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	787	769	S	S	S	S	S	S	41%
White	S	S	786	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	799	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
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 ■ Exceeded Expectations



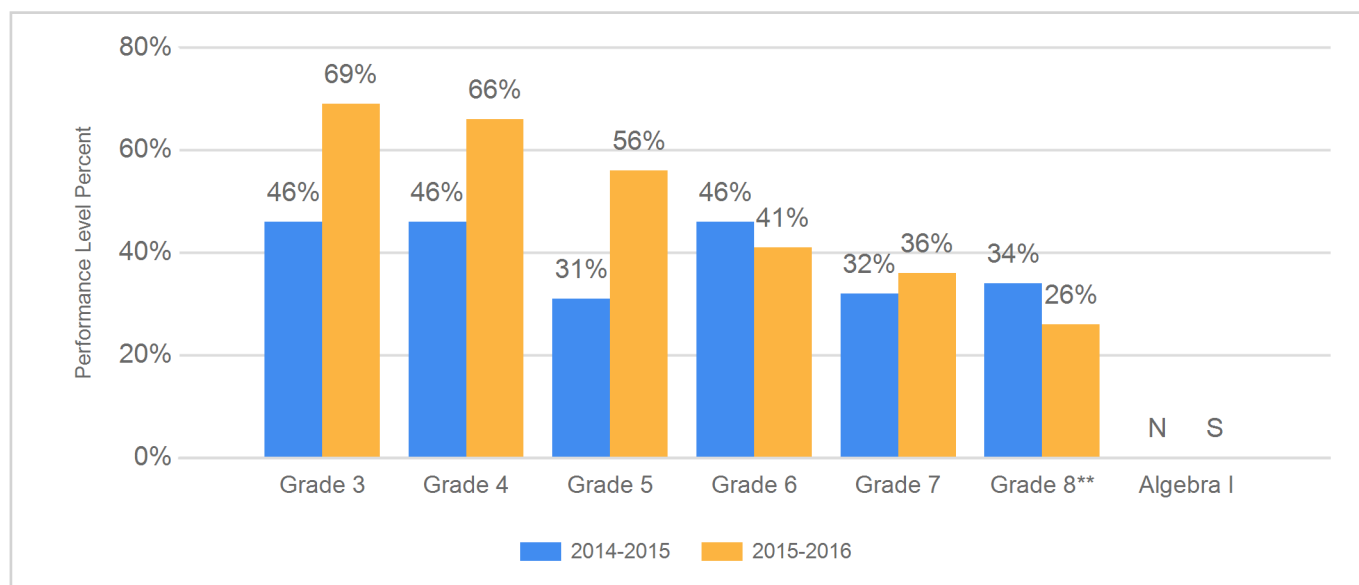
State of New Jersey
2015-2016

Grade Span 3H-08

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050

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HASKELL, NJ 07420-1322

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

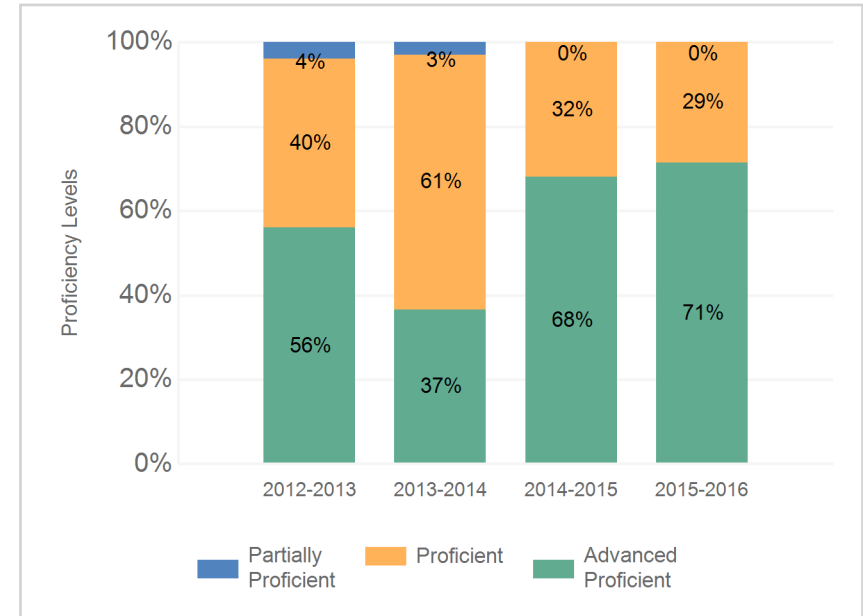
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	71%	29%	N
White	72%	28%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	64%	36%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

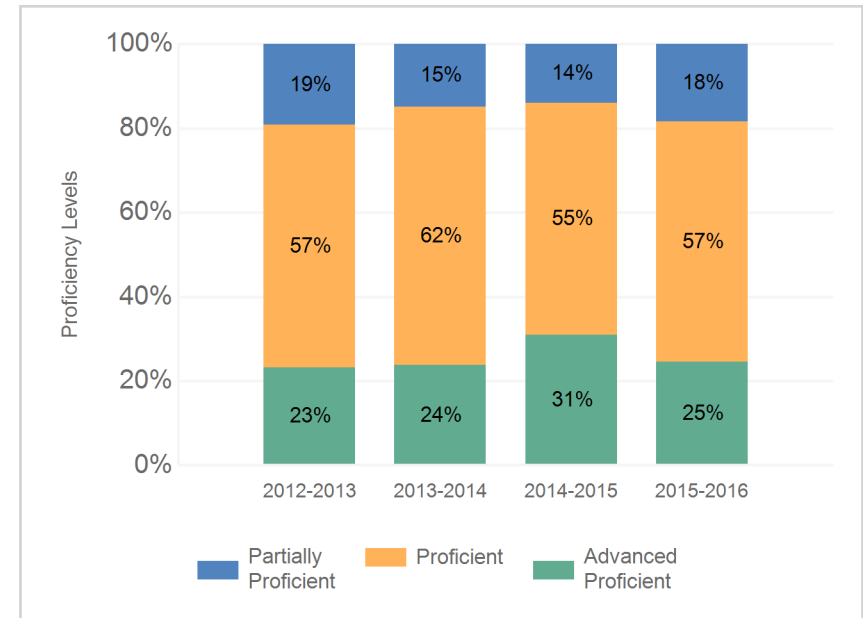
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	25%	57%	18%
White	26%	60%	14%
African American	S	S	S
Hispanic	18%	64%	18%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	8%	69%	23%
English Language Learners	N	N	N
Economically Disadvantaged Students	14%	57%	29%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050
PASSAIC
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Haskell Elementary School
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HASKELL, NJ 07420-1322

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050
PASSAIC
WANAQUE BORO
Haskell Elementary School
973 RINGWOOD AVENUE
HASKELL, NJ 07420-1322

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	S	50
Student Growth on Math	60	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	3%	0%
Partially Met (L2)	2%	1%	3%
Approached (L3)	4%	7%	13%
Met (L4)	16%	11%	23%
Exceeded (L5)	7%	4%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	6%	1%	4%
Approached (L3)	13%	11%	19%
Met (L4)	7%	14%	20%
Exceeded (L5)	2%	1%	1%



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050

PASSAIC

WANAQUE BORO

Haskell Elementary School

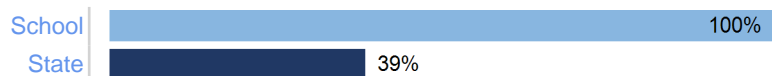
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HASKELL, NJ 07420-1322

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



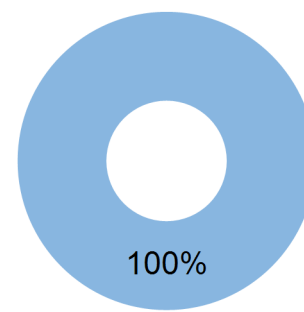
DANCE



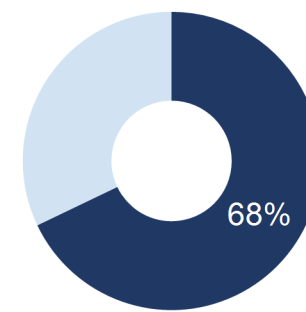
VISUAL ARTS



Any Visual and Performing Arts



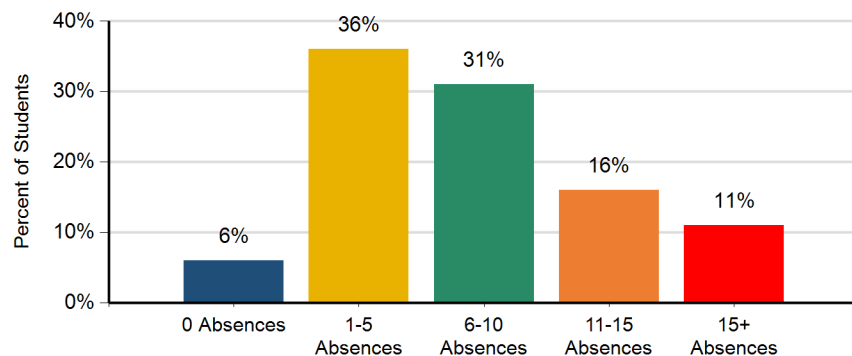
School



State

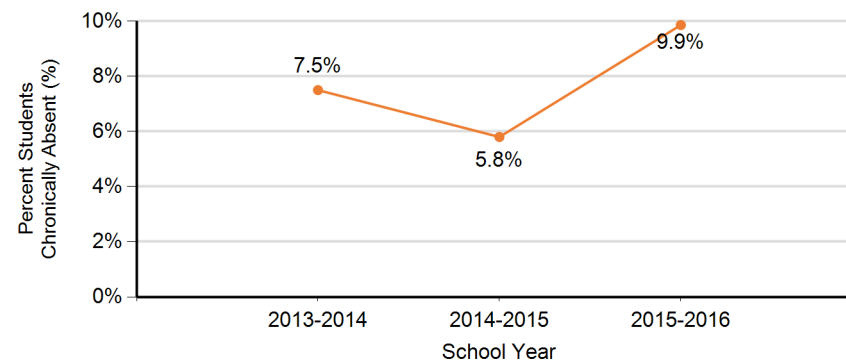
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-050
PASSAIC
WANAQUE BORO
Haskell Elementary School
973 RINGWOOD AVENUE
HASKELL, NJ 07420-1322

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 31 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	109:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
FIRST STREET
WANAQUE, NJ 07465

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
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WANAQUE, NJ 07465

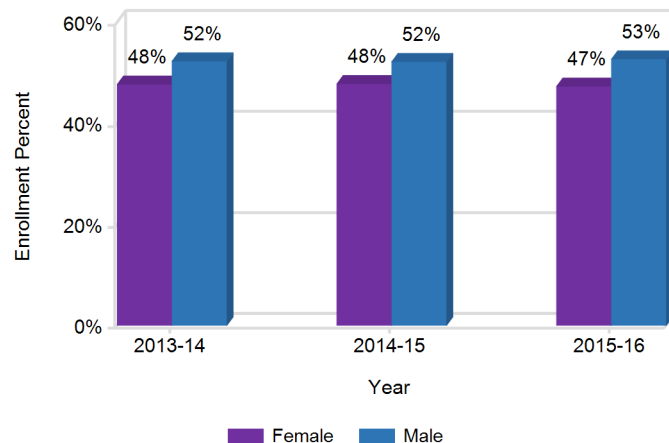
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	11	0	12
Grade KG	49	57	50
Grade 01	52	47	56
Grade 02	57	54	44
Grade 03	47	59	58
Grade 04	53	46	62
Grade 05	61	55	46
Grade 06	48	64	56
Grade 07	57	48	65
Grade 08	58	56	47
UG	29	37	24
Total	522	523	520

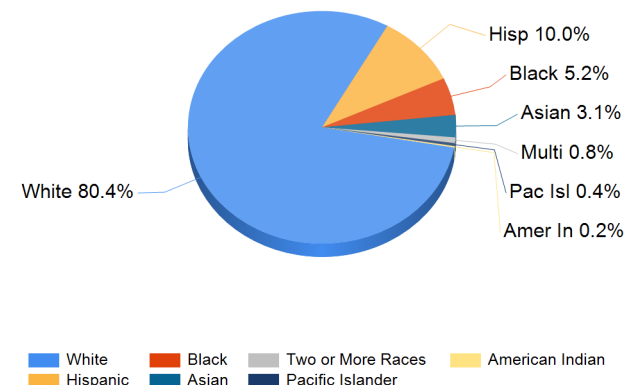
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



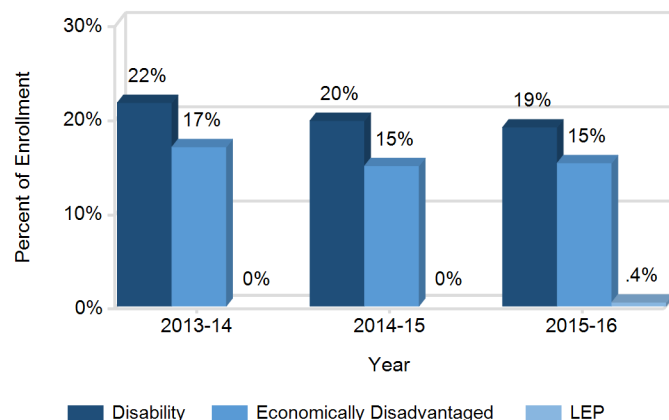
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.6%
Spanish	1.9%
Polish	0.8%
Albanian	0.4%
Filipino	0.4%
Other	1.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070

PASSAIC

WANAQUE BORO

Wanaque Elementary School

FIRST STREET

WANAQUE, NJ 07465

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	70%	S	75
Mathematics Met or Exceeded Expectations	59%	S	67

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	318	70%	75	96%	✓	319	59%	67	96%	✓
White	264	73%	72	97%	✓	265	62%	64	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	56	29%	63	94%	✓	57	18%	53	95%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	40	38%	44	94%	X	41	37%	59	96%	✓



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070

PASSAIC

WANAQUE BORO

Wanaque Elementary School

FIRST STREET

WANAQUE, NJ 07465

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	765	762	746	4%	9%	23%	52%	13%	64%	48%
White	47	770	765	756	2%	6%	21%	55%	15%	70%	58%
African American	S	S	725	727	S	S	S	S	S	S	30%
Hispanic	S	S	745	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	724	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	57	767	764	749	2%	7%	16%	53%	23%	75%	52%
White	48	772	768	757	2%	4%	13%	54%	27%	81%	63%
African American	S	S	734	730	S	S	S	S	S	S	31%
Hispanic	S	S	746	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	S	S	732	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
FIRST STREET
WANAQUE, NJ 07465

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	760	767	750	2%	7%	26%	48%	17%	66%	54%
White	47	760	764	759	2%	6%	26%	51%	15%	66%	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	S	S	768	737	S	S	S	S	S	S	37%
Asian	S	S	796	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	726	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	759	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	58	741	747	745	3%	9%	60%	28%	N	28%	47%
White	47	742	746	752	4%	11%	55%	30%	N	30%	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	S	S	744	733	S	S	S	S	S	S	30%
Asian	S	S	762	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	723	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	742	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
FIRST STREET
WANAQUE, NJ 07465

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	760	759	751	6%	6%	27%	43%	18%	61%	53%
White	38	766	764	758	3%	3%	26%	47%	21%	68%	64%
African American	S	S	736	733	S	S	S	S	S	S	32%
Hispanic	S	S	750	738	S	S	S	S	S	S	37%
Asian	S	S	765	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	727	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	730	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	49	763	757	747	4%	12%	14%	47%	22%	69%	47%
White	38	766	762	753	3%	11%	13%	47%	26%	74%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	S	S	746	735	S	S	S	S	S	S	31%
Asian	S	S	766	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	728	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	733	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
FIRST STREET
WANAQUE, NJ 07465

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	759	756	750	N	12%	23%	51%	14%	65%	52%
White	46	762	759	756	N	11%	22%	52%	15%	67%	61%
African American	S	S	731	732	S	S	S	S	S	S	31%
Hispanic	S	S	751	738	S	S	S	S	S	S	37%
Asian	S	S	760	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	728	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	737	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	57	751	748	743	N	18%	33%	39%	11%	49%	43%
White	46	755	753	750	N	13%	30%	44%	13%	57%	53%
African American	S	S	724	724	S	S	S	S	S	S	20%
Hispanic	S	S	737	730	S	S	S	S	S	S	26%
Asian	S	S	730	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	724	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	732	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
FIRST STREET
WANAQUE, NJ 07465

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	764	762	753	2%	12%	17%	43%	27%	70%	56%
White	49	762	763	760	2%	12%	16%	43%	27%	69%	65%
African American	S	S	746	733	S	S	S	S	S	S	35%
Hispanic	S	S	761	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	19	735	735	716	5%	37%	21%	37%	N	37%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	736	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	60	747	743	740	3%	22%	25%	42%	8%	50%	39%
White	49	747	745	747	2%	27%	22%	39%	10%	49%	47%
African American	S	S	728	724	S	S	S	S	S	S	19%
Hispanic	S	S	739	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	19	722	720	713	11%	58%	21%	11%	N	11%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	726	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
FIRST STREET
WANAQUE, NJ 07465

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	790	775	753	N	2%	9%	38%	51%	89%	55%
White	41	791	781	759	N	2%	10%	34%	54%	88%	63%
African American	N	N	N	732	N	N	N	N	N	N	34%
Hispanic	S	S	750	740	S	S	S	S	S	S	43%
Asian	S	S	793	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	736	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	746	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	31	763	743	726	N	7%	16%	77%	N	77%	26%
White	26	763	746	732	N	4%	19%	77%	N	77%	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	S	S	738	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	717	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	725	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



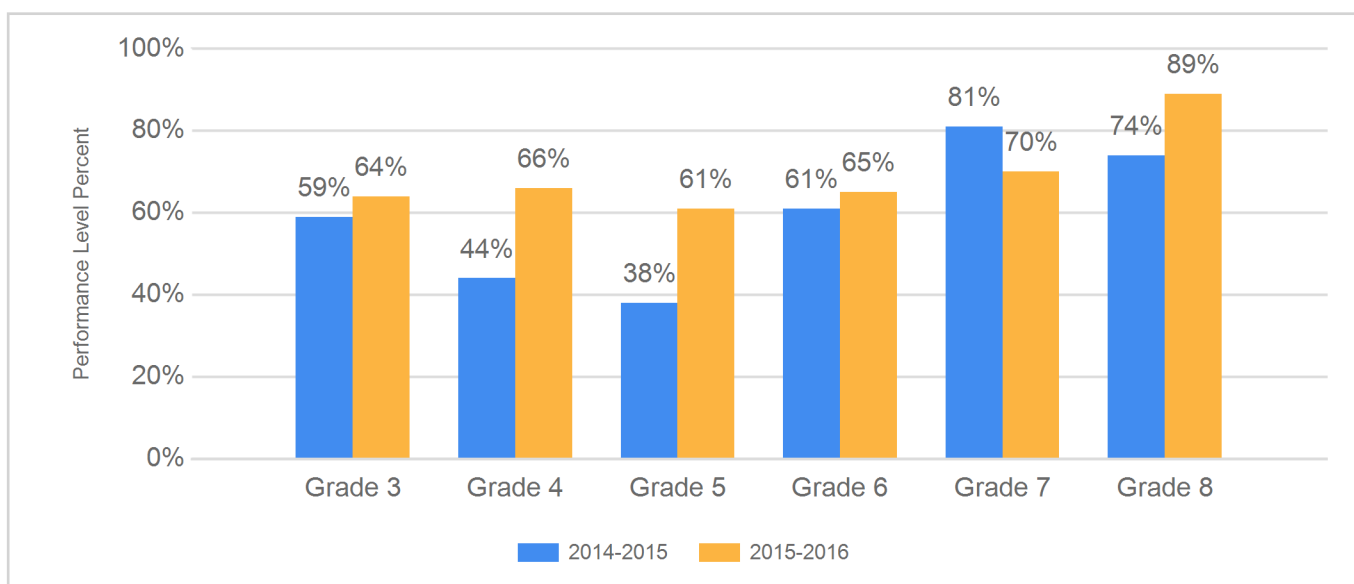
State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
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WANAQUE BORO
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
Wanaque Elementary School
FIRST STREET
WANAQUE, NJ 07465

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	16	799	787	769	N	N	N	56%	44%	100%	41%
White	S	S	786	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	S	S	799	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



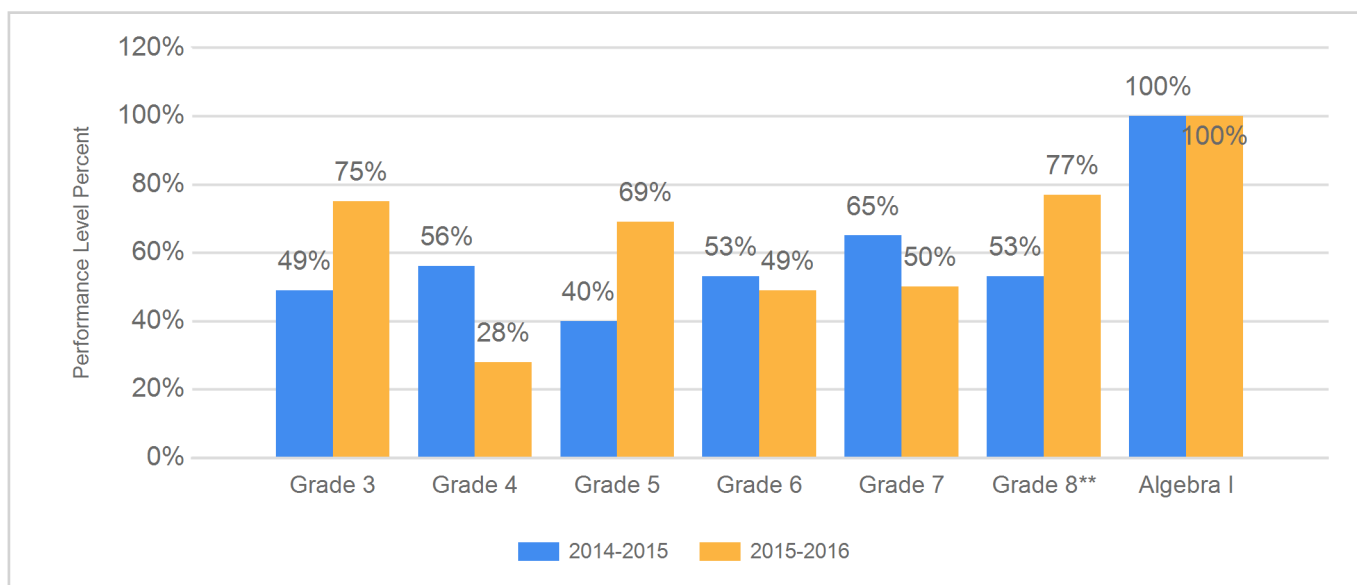
State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
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WANAQUE, NJ 07465

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070

PASSAIC

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FIRST STREET

WANAQUE, NJ 07465

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

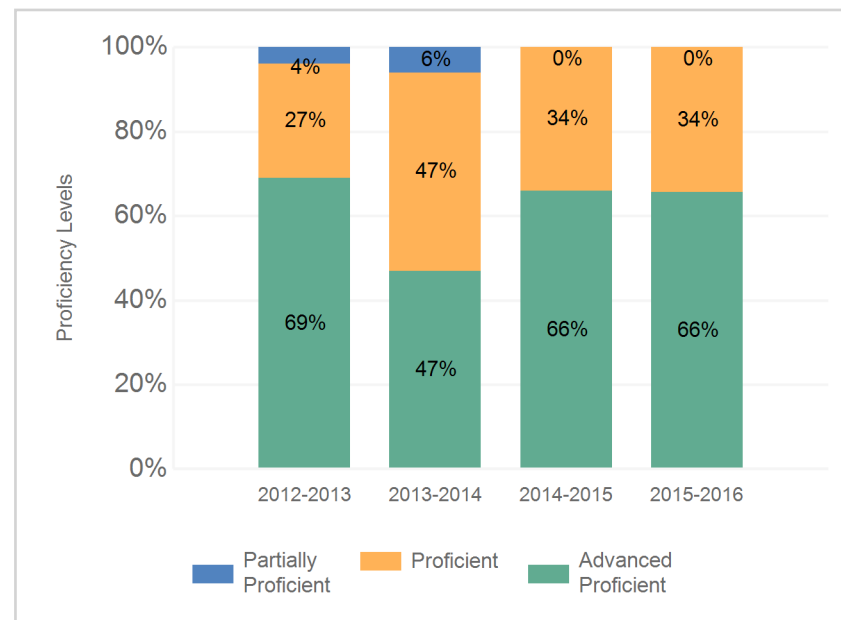
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	66%	34%	N
White	67%	33%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	50%	50%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
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FIRST STREET
WANAQUE, NJ 07465

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

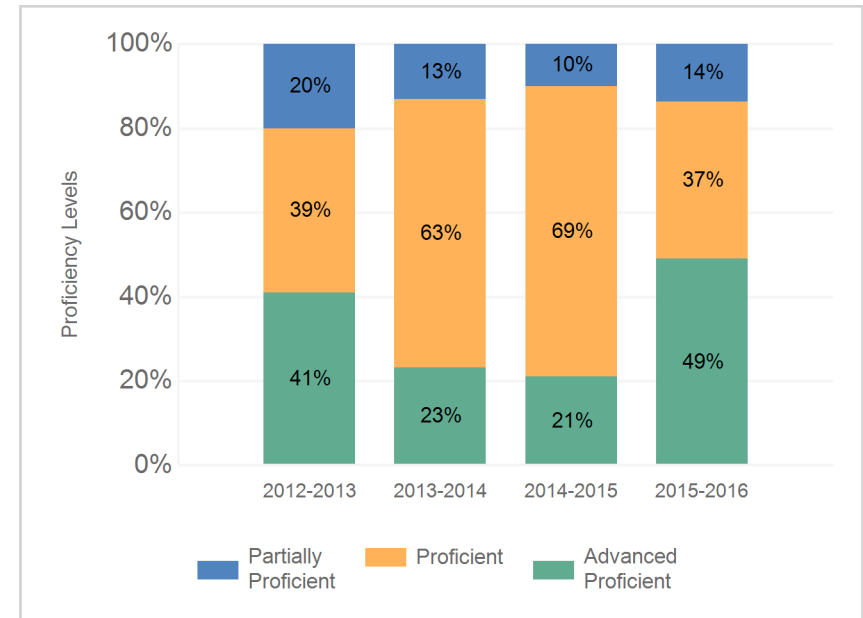
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	49%	37%	14%
White	52%	36%	11%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
WANAQUE BORO
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
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WANAQUE, NJ 07465

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	63	S	50
Student Growth on Math	55	S	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	1%	4%	4%
Approached (L3)	8%	9%	13%
Met (L4)	10%	12%	20%
Exceeded (L5)	2%	4%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	5%	3%
Approached (L3)	15%	13%	12%
Met (L4)	14%	12%	19%
Exceeded (L5)	1%	0%	3%



State of New Jersey
2015-2016

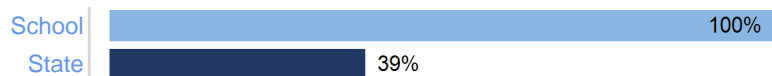
Grade Span 3H-08

31-5440-070
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



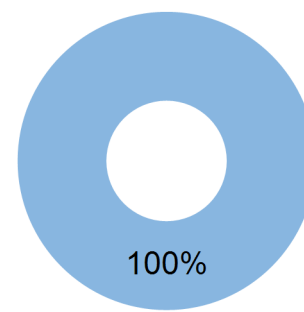
DANCE



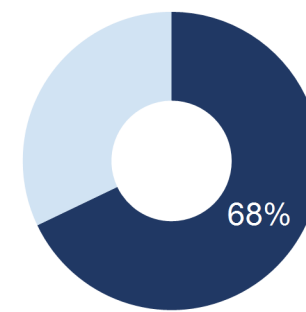
VISUAL ARTS



Any Visual and Performing Arts



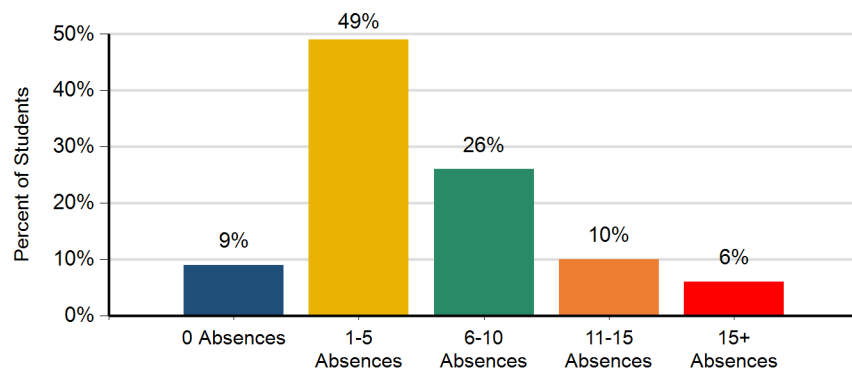
School



State

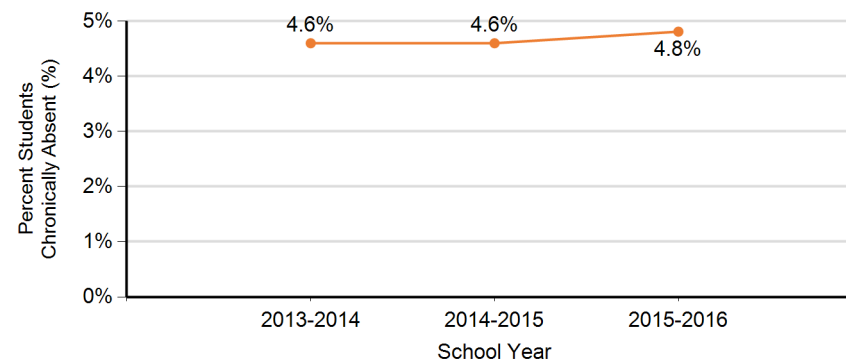
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span 3H-08

31-5440-070
PASSAIC
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 31 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	260:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%